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AUTHOR Bove, Richard

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ABSTRACT

Through a process of refinement and field testing, a working committee of seven states, under the direction of the National Committee of State Directors of Migrant Education Programs, developed a list of reading skills/concepts that are both generic and universal. Each skill is a base, essential concept. Most skills or subskills in any reading material relate to one of these concepts. In order to make the list usable to teachers, the 47 skills are divided into three major areas: Decoding--readiness, consonants, vowels, and structural analysis; Comprehension--literal, inferential, and vocabulary; and Study Skills--reading in content area. To help the receiving teacher discern the child's level in the concept being reported, an instruction level indicator is included: K(K-1), P(1-3), I(4-6), or S(7-12). Thus, the receiving teacher is told both the skills being worked on at the time of withdrawal and the instructional level approach being used with the child. The procedures include a manual of definitions and subskills all cross-referenced to the 47 skills. The same procedures are followed to report reading in Spanish whenever a child is being taught both English and Spanish reading. Constructed of Spanish reading concepts, the Reading in Spanish Report is "not" a translation of the Reading in English Report. Focusing on the teacher, aide, or instructor who works with the child, the report relies on the sending teacher's assessment. This paper provides an overview of the development of these new reporting procedures using the Migrant Student Recording Transfer System. The essentials used by a reporting teacher are appended. (NQ)

THE TEACHER AND THE READING SKILLS REPORT FOR MIGRANT STUDENTS

ED170078

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BY

RICHARD BOVE

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Introduction

There are approximately 500,000 migrant farmworkers' children in the United States whose reading development is recorded in the data bank of the Migrant Student Record Transfer System (MSRTS). The procedure contained within this paper was developed in response to the need to report the progress of these children. Other documents detail the history of migrant educational programs funded through Title I of the Elementary and Secondary Education Act (ESEA Title I) and the history of MSRTS. Following is a brief overview of each:

Title I, ESEA, was enacted by Congress in 1965 in order to assist local education agencies (LEA's) in educating disadvantaged children. A year later the act was amended to include certain groups of disadvantaged children who had been overlooked because they were not in the mainstream of public education. This disadvantaged category covered the children of migrant agricultural workers, the handicapped, and those who were institutionalized because of neglect or delinquency. The first national allocation under ESEA for migrant children amounted to approximately $9,000,000. This amount has been increased to an estimated $170,000,000 for the fiscal year 1978-79. All but a few states received an allocation from the United States Office of Education (USOE) to be expended on supplemental education and related supportive services for the children of agricultural migrant workers. Recently, through amendment, this funding has been extended to the children of migratory fishermen.

Very early in the national program, it became evident that a system had to be devised for passing information concerning the health and education of these children from one LEA to another. Without such records, the children were undergoing a number of unpleasant experiences which included continual retesting for diagnostic purposes, being ignored by health providers, and being subjected to such duplication in diagnosis and treatment as unnecessary and often traumatic reinnoculations (in some cases the duplication in diagnosis and treatment conflicted with prior treatment).

Federal and state officials attempted all kinds of approaches concerning the matter of record keeping and exchange but no consistent, workable solution resulted until the implementation of the MSRTS in 1970. MSRTS made records available between any two schools in the United States through a system of relay terminals feeding into a central computer in Little Rock, Arkansas. Potentially, any school in the country could relate to an assigned terminal; all of the terminal operators could, through the computer, maintain contact with schools of LEA's by employing a standard language and set procedures.

Thus records were made available to the "receiving" school from the "sending" school which the child had last attended. Of equal importance and value to the effectiveness of the MSRTS was the fact that a common record had been introduced that specified what would be reported concerning a child and how education and medical information was to be reported. Technologically, the system worked. For health information purposes the system was invaluable. However, for the reporting of basic education information such as the child's involvement and progress in reading and mathematics, the record needed further refinement.

Problem

As children moved from school district to school district, from one state to another, from county education systems to autonomous local school buildings, from, hypothetically, a southern school teacher of grade three to a western school teacher of grade three, certain questions arose. Were these children in grade three achieving at the same level when they moved to the new school as they had in their former school? Were they encountering different materials, techniques, approaches, methods, systems and procedures than they had in their former school? Reading reports on the MSRTS became the proverbial "Tower of Babel." Receiving teachers were getting reports about reading progress in systems of which they had never heard, let alone understood. One child's report might include a dozen reading reports of which the teacher knew only a few. To further complicate the matter, reading reports had to be coded to fit the MSRTS report form, and teachers either did not have the decoding information or could not decipher what was reported. Somehow a reporting procedure had to be devised that was useful to the receiving teacher in terms of the individual achievement of the transferring child.

The problem was studied by a joint committee of the MSRTS staff, USOE personnel, and state directors of migrant programs. A working committee of seven states was created and, under the direction of the National Committee of State Directors of Migrant Education Programs, met to resolve the problem.

History

The committee held its first meeting in Tucson, Arizona, in January 1976. The charge, from the executive committee of the Association of State Directors, was for the committee to come up with a common reporting procedure in reading which would respect the LEA's right to determine materials, methods, and/or techniques for the teaching of

reading. Previously some committee members had been involved in discussions regarding the possibility of creating a common reporting strand for the MSRTS computer. This would translate all reading reports into a common denominator strand for reporting to receiving teachers. One company actually developed cross-referenced manuals for over 20 reading programs using its own program as the base reference.

Such an approach proved to be nonfeasible. Developing such a strand and referencing all reading to it would be extremely expensive. Further, there was no way to include every reading program and material in use and no way to monitor the continual updating of such a reporting system. The problem still existed, and a solution had to be found which would take into consideration the following factors:

1. National curriculum materials are not to be "foisted" on states through the MSRTS.

2. Every teacher's right to choose materials, techniques, activities, and approaches to the teaching of reading must be respected.

3. The primary objective for reporting reading is to ensure continuity in reading progress for individual children, and this factor should govern outcomes.

4. The solution must be workable, understandable, cost effective, and practical for every potential user in the United States.

5. The solution must relate to the objectives of classroom teachers as well as those of the reading specialists.

Reading Skills Committee

With such a charge from the National Directors, the committee began its search for solutions. The first day of the first meeting served to underline the seemingly impossible task of finding a solution. Reading specialists, three with doctorates, from the seven states spent many hours moving the pieces around in their minds. Finally they decided on a different approach to the matter.

The committee decided to disregard the spectrum of their preferences in materials, philosophies, techniques, approaches, and methods. They asked one another, "What constitutes reading? What is the essence of any reading program, and how would one display that essence?" The

response to these essential questions was a commonly agreed list of skills associated with programs in reading and representative of the universe of reading materials. Through a process of refinement and agreement, the committee members assembled a list of skills or concepts that would be both generic and universal. Each skill included would be a base, essential concept. Most skills or subskills in any reading material would relate to one of the concepts on the list developed by the committee. Through this relationship, a reading program which ranged from a few to many thousands of subskills could be related to the generic concepts on the basic skills list. Following further refinement and much field testing, the final skills list included 47 concepts. Now the problem became one of how to make the list reflect objective reporting from one teacher to another concerning a child's progress in the reading continuum.

Result

The committee members managed the concept list in the following manner in order to make the list usable to teachers:

1. First they separated the skills into the three major areas labeled Decoding, Comprehension, and Study Skills.

2. Concepts, grouped under Decoding, were topics subdivided into Readiness, Consonants, Vowels, and Structural Analysis; under Comprehension they were labeled Literal, Inferential and Vocabulary; and under Study Skills there was the single topic Reading in content area. So the three areas in turn were subdivided into eight topics.

3. For the purpose of uniformly labeling all the disciplines being reported in the computer, the committee uniformly agreed to label the concepts themselves as sub-topics.

4. In order to help the receiving teacher discern the level of the child in the concept being reported, an instructional level indicator was included. The sending teacher would check the concept upon which the child was working in the last week or two of school attendance and would also check the instructional level being used with the child, K(K-1), P(1-3), I(4-6),

or S(7-12). In this manner the receiving teacher would be told both the skills being worked on at the time of withdrawal and the instructional level approach being used with the child. In effect a child in grade two may have been involved in activities related to visual discrimination on a K(K-1) instructional level.

5. The committee included a manual of definitions and sub-skills all cross-referenced to the 47 skills. This aided teachers in employing a common language and gave examples of segments that might be included under concepts.

6. In order to keep the process as simple as possible, all the essentials used by a reporting teacher are on the attachment.

7. Approximately 65% of the migrant children in this country are of Hispanic origin. Many of the children are bilingual or monolingual Spanish-speaking. In order to ensure continuity in reading progress for the child, the committee followed exactly the same procedures to report reading in Spanish as they did to report reading in English. The Reading in Spanish Report is not a translation of the Reading in English Report. It is constructed of Spanish reading concepts for a Spanish reading report whenever a sending teacher is involved in teaching a child both English reading and Spanish reading. See reverse pages of attachment.

Implementation Plan

Workshops planned for January 1979, will introduce the new reporting procedures in reading as well as in mathematics and early childhood education. The workshops will be regional and will be conducted by a professional educational media agency in conjunction with USOE, the states, and the MSRTS.

Individuals from the states will be called to training sites and will be thoroughly trained in the reporting procedures as well as given materials to take back to their respective states. These same individuals will then train the users in the state migrant educational program. By late spring 1979, the system should be operational. Information about the system is available

from the state director's office, if not from a project to which the user relates.

Classroom Implications

In contrast to the previous reporting format, the new reporting procedures no longer rely on specific materials being used in the classroom or on specific reading programs which must be coded and sent on. The focus is now on the teacher, the aide, or the instructor who works with the child. The report will rely on the assessment of the sending teacher. It will be up to that individual to describe the instructional level of the child and the concepts upon which the child was working at the time he/she left the teacher. The system is as good as the personnel working with the children and making the reports. One of the weaknesses in the previous reporting system was that it relied on reports from persons other than the teacher. It is the teacher who is the key to any worthwhile program.

Teachers and other users will find that most reading materials are skill referenced to assist them in translating the materials to the concepts on the report form. Some educators have questioned the committee for not going into the more detailed sub-skills that are included in the manual. This would further delineate the work with which each child is involved. The manual is coded so that eventually a subskill report may be used. However, when breaking down a concept level further for reporting, the user is faced with an infinite number of sub-skills which vary according to the specific reading materials or programs being used. One company may reference reading through 100 skills in its program, and another may reference through several thousand skills or sub-skills. At this time, therefore, the committee elected to report the basic concept levels and let the teachers determine later if they choose to have more details. A highly detailed report, of necessity, entails more work for the sending teacher and more data for the receiving teacher.

The receiving teacher would get a display from the MSRTS that reads something like the following:

Name:	Josephine Santos	
Student I.D.:	07521983	
Mnemonic:	WXM	
Decoding:		
Readiness:	Visual Memory	Instructional
	Sensorimotor	Level K-1

Consonants:	Initial	Instructional Level K-1
Vowels:	Long	Instructional Level K-1

The receiving teacher then assesses the report as indicated, that the child is in the readiness stages of reading. Consonant and vowel reports are clear. The teacher will use his/her own assessment to determine with which vowels and/or consonants the child is familiar and which will require additional work.

The teacher may want to check on the definitions and skills included in the manual under Visual Memory and Sensorimotor. A copy of the manual should be on his/her desk for reference. Visual Memory is defined and a listing of four skills follows the definition. Both of these concepts are broken down into segments or skills that reflect the many skills which relate to materials concerning these concepts. The teacher can use these as an aid in assessing the child's strengths and weaknesses in Visual Memory and in Sensorimotor. See the attachment.

The MSRTS report in reading, both English and Spanish, aids the teacher in working with children in the skill area in which they were involved while attending their last school. Materials, methods, techniques, etc., used in the last school are not so relevant as the concepts and the instructional level the child was working on. The receiving teacher can now continue to work with the child in those same concepts at the same instructional level using his/her own materials, methods, techniques, etc. The MSRTS reading report becomes a device for helping the teacher coordinate the child's progress with the reading resources available. Using the concept report on the child, the teacher can relate various materials to the skills the child has been working on and still needs to acquire.

Obviously, the skill reporting list is not a reading program. It cannot be used to measure student progress. Assessment within the skill area and evaluation of achievement within that skill area are part of the diagnostic-prescriptive-evaluative process that should not be confused with the reading report. The reading report merely allows the teachers to tailor their resources and methods to the transferring child. Most of the concepts on the reading report are necessarily open-ended, for there is really no point at which an individual can be said to have fully mastered the concept involved. Rather the individual will progress into more depth in the concept. Even the concept "long vowels" would require quite a different understanding between one reading in a primer and one reading the "languabatics" of

James Joyce. Being open-ended as the concepts are, the committee was not concerned about the possibility of overdrill. A student could be involved in more and more sub-skill work to the point at which progress from concept to concept was being ignored. That is another reason why, at this time, they chose not to report more finitely than on the concepts.

The Reading Skills Report List is for teachers and keyed to teachers. The migrant child's progress is necessarily linked to how diligently his/her teacher in the great school house of the nation chooses to record and to utilize the MSRTS report. In the past there has been criticism that academic reporting was weak because of the innumerable "tongues" used in records employed by teachers. Now there is one common language which one teacher from one place uses with a second teacher from another place to communicate accurately a migrant child's progress in the complex process of reading achievement.

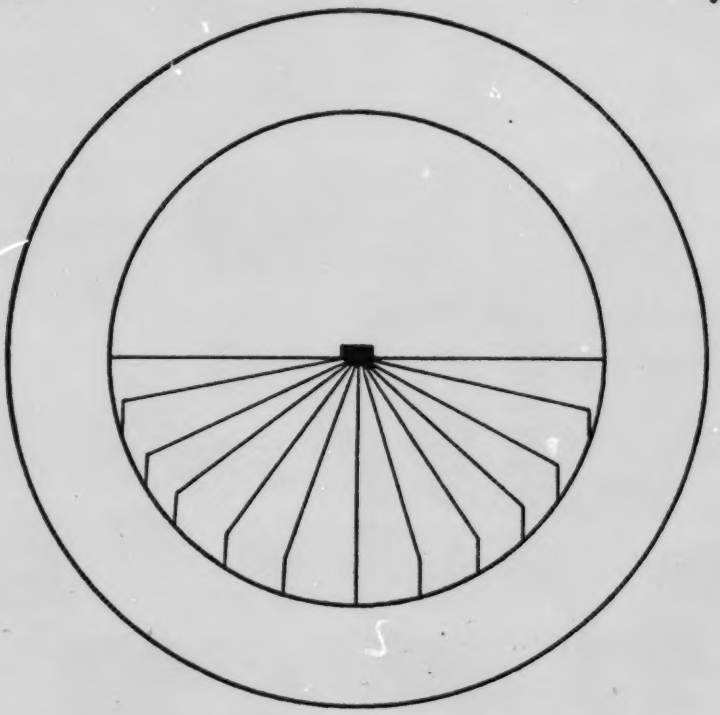
VITA

Richard Alan Bove is a graduate of St. Bonaventure University and Canisuis College, with B.S. and M.S.Ed. degrees. He has been connected with teaching and migrant education all of his adult life, having variously been a teacher in the Canal Zone and in New York State.

He presently resides in New York State and is the chief of the Bureau of Migrant Education. Mr. Bove served as chairman of the committee to formulate the Migrant Student Record Transfer System Reading Report.

ATTACHMENT

NATIONAL MIGRANT EDUCATION PROGRAM



Reading Skills - English

The Reading Skills List was developed in cooperation with the Migrant Branch of the United States Office of Education, the National Association of State Directors of Migrant Education, the Migrant Student Record Transfer System, and a committee of states which we gratefully acknowledge:

Arizona
California
Florida
Georgia
Iowa
Ohio
Missouri
New York (Chair State)
Pennsylvania
Puerto Rico
Texas

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EXPLANATION OF TERMINOLOGY FOR MSRTS READING OUTLINE

1. **AREA:** *An Area is a collection of Skills under a particular discipline such as reading, math, etc.* Decoding, Comprehension and Study Skills are the three major Areas.

2. **TOPIC:** *A Topic is a collection of Skills in one or more Subtopics.* Readiness, Consonants, Vowels, Structural Analysis, Literal, Inferential, Vocabulary and Reading in the Content Area are the major Topics in the MSRTS Reading Outline.

3. **SUBTOPICS:** *A Subtopic is a collection of closely related Skills.* All items listed under the Topics will be referred to as Subtopics in the manual.

4. **SKILLS:** *A Skill is a discrete observable unit of student behavior.* All items listed in the manual under the Subtopics will be referred to as Skills.

The following page is a copy of the MSRTS READING OUTLINE.

MSRTS READING OUTLINE

AREAS: **02—DECODING** **12—COMPREHENSION** **22—STUDY SKILLS**

TOPICS:

02—DECODING				12—COMPREHENSION			22—STUDY SKILLS
10—Readiness	20—Consonants	30—Vowels	40—Structural Analysis	10—Literal	20—Inferential	30—Vocabulary	10—Reading in content area

SUBTOPICS:

020 Visual memory	140 Initial	240 Short	320 Hearing syllables	460 Main idea	580 Main idea	760 Sight words	860 Appropriate reading speeds
040 Visual discrimination	160 Final	260 Long	340 Using syllables	480 Related details	600 Related details	780 Multiple meanings	880 Following directions
060 Auditory discrimination	180 Digraphs	280 R-L controlled	360 Root words	500 Classification	620 Cause/effect	800 Time/identity signal words	900 Chart, graph, map reading
080 Sensorimotor	200 Blends	300 Irregular	380 Compound words	520 Sequence	640 Generalization	820 Word meanings	920 Locational skills
100 Alphabet	220 Endings		400 Contractions	540 Conclusion	660 Figurative language		940 Organizing
120 Context			420 Prefixes	560 Following directions	680 Summarizing		
			440 Suffixes		700 Punctuation		
					720 Critical (creative) reading		
					740 Predicting outcomes		

MSRTS READING SKILLS TRANSMITTAL RECORD DIRECTIONS AND SUGGESTED USE

GENERAL INFORMATION:

The MSRTS TRANSMITTAL RECORD, page 4, is a reporting form designed to send educational information about migrant students. It can be used to continuously update a child's record. All update information will be sent through your terminal operator.

THE MSRTS TRANSMITTAL RECORD, WHEN COMPLETED, IS INTENDED TO REFLECT YOUR PROFESSIONAL ASSESSMENT OF A STUDENT'S BASELINE FOR INSTRUCTION.

SENDING TEACHER:

If reading instruction is given in English, use only the English reading skill codes. If a student is receiving instruction in both English and Spanish, record the reading skill codes for English and Spanish.

1. Write the word READING in the blank on the MSRTS Transmittal Record.
2. Circle what is, IN YOUR OPINION, the INSTRUCTIONAL LEVEL of the student. Example: K, P, etc.
3. Place the 3-digit Subtopic code for English and/or Spanish on which the student is being given instruction below SKILLS UNDER STUDY AT WITHDRAWAL.
4. Send or call this information to your terminal operator.

RECEIVING TEACHER:

When you receive by way of the MSRTS the English Reading Skills and or Spanish Reading Skills Educational Record from the student's former teacher, you will find the following helpful in developing the child's reading program:

1. Notice the INSTRUCTIONAL LEVEL as indicated by the former teacher.
2. Notice the Subtopics marked by the sending teacher. These Subtopics are the ones with which the child was involved at the time of withdrawal. They will provide you with a basis for initial instruction for purposes of the student's continuous progress. This manual will aid you in interpreting the Subtopics. All Areas, Topics, Subtopics and Skills are defined for uniformity of understanding.

MSRTS TRANSMITTAL RECORD

__ __ __ SKILLS

GARCIA, JUAN M 29876543 ABC
SCHOOL ID — XXXX
INSTRUCTIONAL LEVEL K(K-1) P(1-3) I(4-6) S(7-12) SKILLS UNDER STUDY
SKILLS MASTERED DATE MASTERED AT WITHDRAWAL

MSRTS TRANSMITTAL RECORD

_____ SKILLS

GARCIA, JUAN M 29876543 ABC
SCHOOL ID — XXXX
INSTRUCTIONAL LEVEL K(K-1) P(1-3) I(4-6) S(7-12) SKILLS UNDER STUDY
SKILLS MASTERED DATE MASTERED AT WITHDRAWAL

MSRTS TRANSMITTAL RECORD

_____ SKILLS

GARCIA, JUAN M 29876543 ABC
SCHOOL ID — XXXX
INSTRUCTIONAL LEVEL K(K-1) P(1-3) I(4-6) S(7-12) SKILLS UNDER STUDY
SKILLS MASTERED DATE MASTERED AT WITHDRAWAL

4

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FOREWORD

This document contains a catalog of reading skills typical of the K-12 grade range. The Reading Skills List is an integral part of the migrant student skills system which is operated by the Migrant Student Record Transfer System and its users.

This catalog, whose content was developed by a committee and hundreds of educators across the United States, permits teachers to report reading skills being worked on at the time of withdrawal by migrant students. The reported skills become part of each student's record on the MSRTS and will thereby be available to teachers, aides, and tutors serving migrant students.

The skills list presented here is not intended to represent a curriculum or an implied learning sequence. This is not an exhaustive list of K-12 skills.

02–DECODING

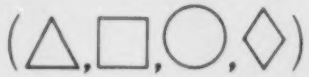
THE ACT OF ASSOCIATING THE SYMBOL WITH THE SOUND OF THE WORD AND ITS ASSOCIATED MEANING: READING

ENGLISH READING SKILLS

10—READINESS: Informal, sequenced activities prerequisite to reading.

020 Visual Memory: The amount remembered after seeing.

02001 ____Place forms on a board, 2-4 piece puzzle.



02002 ____Identify (1) missing parts, (2) pictures, (3) letters.

02003 ____Reproduce from memory (1) shapes, (2) pictures, (3) letters.

02004 ____Identify missing objects from more than 5.

---

040 Visual Discrimination: Skill in distinguishing word forms.

04001 ____Identify (1) shapes, (2) colors, (3) objects, (4) letters.

04002 ____Identify likenesses/differences in (1) shapes, (2) colors, (3) objects, (4) letters.

04003 ____Copy (1) shapes, (2) upper/lower case letters, (3) words.

04004 ____Match letter-name/symbol in a word.

---

060 Auditory Discrimination: Skill in hearing and identifying sounds.

06001 ____Listen to story and respond.

06002 ____Classify gross sounds.

06003 ____Reproduce sound patterns.

06004 ____Hear likenesses/differences in patterns and letter sounds.

06005 ____Follow simple directions.

06006 ____Reproduce rhyming words orally.

080 Sensorimotor: Motor, visual, and auditory abilities to manipulate or control environment.

Demonstrate by performing the following:

08001 ____(1) Directionality, (2) spatial relationship (up/down, right/left, etc.)

08002 ____(1) Ocular mobility, (2) eye-hand coordination (hold a pencil, carry a dish of water, hold scissors, etc.)

08003 ____Body concept, body schema: (1) Identify body parts, (2) internalize and utilize coordination of all body movements.

---

100 Alphabet: Sequential order of letter symbols.

10001 ____Identify letters in order.

10002 ____Identify missing letters.

---

120 Context: Utilizing order of symbols and/or surrounding words as clue to meaning.

12001 ____Use pictures.

12002 ____Use letter/sound.

12003 ____Use word-picture association. (clown)

"A clown is a funny man in a circus."

12004 ____Use sentence meaning.

20—CONSONANTS: All speech sounds excluding those with symbols A-E-I-O-U (Sometimes Y-W).

140 Initial: Beginning symbol-sound of a word.

Identify the following in the initial position of a word:

14001 ___B	14008 ___H	14016 ___R
14002 ___C (soft)	14009 ___J	14017 ___S
14003 ___C (hard)	14010 ___K	14018 ___T
14004 ___D	14011 ___L	14019 ___V
14005 ___F	14012 ___M	14020 ___W
14006 ___G (soft)	14013 ___N	14021 ___X
14007 ___G (hard)	14014 ___P	14022 ___Y
	14015 ___Q (u)	14023 ___Z

---

160 Final: Ending symbol-sound of a word.

Identify the following in the final position of a word:

16001 ___B	16008 ___J	16015 ___S
16002 ___C (soft)	16009 ___K	16016 ___T
16003 ___C (hard)	16010 ___L	16017 ___V
16004 ___D	16011 ___M	16018 ___W
16005 ___F	16012 ___N	16019 ___X
16006 ___G (soft)	16013 ___P	16020 ___Z
16007 ___G (hard)	16014 ___R	

---

180 Digraph: Two consonants creating a single sound.

Identify the following in a word:

18001 __CH	18004 __TH	18007 __PH	18010 __GH
18002 __WH	18005 __CK	18008 __WR	
18003 __SH	18006 __NG	18009 __WL	

200 Blends: Two or three consonants retaining their own sounds.

Identify the following in a word:

INITIAL

20001 ___BL	20010 ___GR	20019 ___ST
20002 ___BR	20011 ___PL	20020 ___SW
20003 ___CL	20012 ___PR	20021 ___TR
20004 ___CR	20013 ___SC	20022 ___TW
20005 ___DR	20014 ___SK	20023 ___SCR
20006 ___DW	20015 ___SL	20024 ___SPL
20007 ___FL	20016 ___SM	20025 ___SPR
20008 ___FR	20017 ___SN	20026 ___STR
20009 ___GL	20018 ___SP	

FINAL

20027 ___GT	20030 ___MP	20033 ___NT
20028 ___LD	20031 ___ND	20034 ___PT
20029 ___LT	20032 ___NK	20035 ___RT

---

220 Endings: Symbols added to root word, changing tense or part of speech.

Identify the following in the final position of a word:

22001 __s	22004 __ing	22007 __er	22010 __est
22002 __es	22005 __ly	22008 __is	22011 __en
22003 __ed	22006 __le	22009 __tion	

30—VOWELS: Speech sounds associated with A-E-I-O-U (Sometimes Y-W).

Identify the following in words:

240 Short

24001 ___ A (cat)
24002 ___ O (not)
24003 ___ E (pet)
24004 ___ U (nut)
24005 ___ I (miss)
24006 ___ Y (syllable)

---

260 Long

26001 ___ A (ape)
26002 ___ O (open)
26003 ___ E (eel)
26004 ___ U (use)
26005 ___ I (ice)
26006 ___ Y (type)
26007 ___ Y (candy)

---

280 R or L Controlled:

28001 ___ ar (car)
28002 ___ ir (sir)
28003 ___ al (all)
28004 ___ or (for)
28005 ___ er (her)
28006 ___ ur (fur)

300 Irregular: Diphthongs, Digraphs, Combinations

30001 ___ ai (plaid)
30002 ___ ai (paint)
30003 ___ ay (play)
30004 ___ au (sauce)
30005 ___ aw (saw)
30006 ___ ea (meat)
30007 ___ ee (meet)
30008 ___ ei (receive)
30009 ___ ei (neighbor)
30010 ___ ew (few)
30011 ___ ie (pie)
30012 ___ oa (coat)
30013 ___ oe (toe)
30014 ___ ow (cow)
30015 ___ oi (oil)
30016 ___ oo (soon)
30017 ___ oo (good)
30018 ___ ou (thought)
30019 ___ ou (out)
30020 ___ ou (through)
30021 ___ ow (blow)
30022 ___ oy (boy)
30023 ___ ue (glue)
30024 ___ ui (juice)

29

30

40—STRUCTURAL ANALYSIS: The sum of the phonetic elements of a word using the generalizations appropriate to word structure.

320 **Hearing syllables:** Oral readiness prerequisite to formal application of generalizations.

32001 (1) Clap for each single sound of voice (2) Identify the number of syllables in a word.

32002 (1) Listen for (2) Identify natural division of a word.

---

340 **Using syllables:** Application of generalizations widely used.

Apply the following:

34001 ___ Each syllable must contain a vowel sound.

34002 ___ Suffixes and prefixes are usually separate syllables.

34003 ___ Usually divide between two root words (store/room).

34004 ___ Consonant blends are not divided (bl, spr).

34005 ___ If a word ends in le, the consonant just before usually begins the last syllable (syl la ble, ap ple).

34006 ___ The letters x and ck go with the preceding vowel and end the syllable (tax/a tion, pick/le, mack/er/el).

34007 ___ If the first vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants (put/ting).

34008 ___ If the first vowel sound is followed by one consonant, the first syllable usually ends with the vowel sound (a/way).

34009 ___ When the first vowel sound is followed by th, ch, sh, these are not divided and may go with the first or the second syllable (punish ment, a/chieve, rath/er).

Accent:

34010 ___ When a, in, re, ex, de or be is the first syllable, it is usually unaccented (a/bate', ex/plain', de/part').

34011 ___ In most two syllable words, the first syllable is accented (let'/ter, vow'/el, pic'/ture).

34012 ___ When tion is the final syllable, it is usually unaccented (na' tion, po si'/tion).

34013 ___ When the last syllable contains the r sound, it is unaccented (cel'/lar).

---

360 **Root Word:** A word or part of a word that is used for making other words.

36001 ___ Identify the root word in words such as teacher, remove, bodily (body).

---

380 **Compound Word:** Two or more words combined into one.

38001 ___ Identify the words in compound words such as baseball, barnyard, inasmuch.

---

400 **Contraction:** The shortened form of two words.

40001 ___ Identify the two words in contractions such as I'm, don't, won't.

(Continued)

40—STRUCTURAL ANALYSIS (continued)

420 **Prefix:** The initial syllable which may change the meaning of the base word.

Identify the following prefixes in a word:

42001 ___ab (abnormal)
42002 ___ad (advance)
42003 ___ap (approach)
42004 ___be (befriend)
42005 ___com (comply)
42006 ___con (contribute)
42007 ___de (depart)
42008 ___dis (dismiss)
42009 ___em (embrace)
42010 ___en (enlist)
42011 ___ex (explain)
42012 ___im (imbibe)
42013 ___in (invade)
42014 ___mis (mistaken)
42015 ___non (nonsense)
42016 ___ob (object)
42017 ___op (oppress)
42018 ___pre (precede)
42019 ___pro (promote)
42020 ___re (reject)
42021 ___sub (subway)
42022 ___un (unkind)

440 **Suffix:** The final syllable which may change the part of speech of the base word.

Identify the following suffixes in a word:

44001 ___an (American)
44002 ___ance (assistance)
44003 ___ble, able (comfortable)
44004 ___dom (kingdom)
44005 ___en (earthen)
44006 ___ence (dependence)
44007 ___est (neatest)
44008 ___full, ful (forceful)
44009 ___fy (simplify)
44010 ___hood (brotherhood)
44011 ___ial, al (musical)
44012 ___ic (tragic)
44013 ___ical (methodical)
44014 ___ise, ize (colonize)
44015 ___ish (foolish)
44016 ___less (hopeless)
44017 ___ly, y (quickly)
44018 ___ment (movement)
44019 ___ness (sickness)
44020 ___or, er (teacher)
44021 ___tion (temptation)
44022 ___ty (entity)
44423 ___ward (backward)

12—COMPREHENSION

THE ABILITY TO UNDERSTAND, TO THINK, AND TO OBTAIN MEANING

10—LITERAL: The actual words with their meaning specifically appearing on the page—factual.

460 **Main Idea:** Most important thought in one or more sentences or paragraphs.

46001 ____Identify the words that express the main idea.

46002 ____Identify the sentence that expresses the main idea in a paragraph.

---

480 **Related detail:** The small parts or items that relate to or support the main idea.

48001 ____Draw pictures of details.

48002 ____Recall items in a paragraph related to the main idea.

---

500 **Classification:** Arrangement of words or sentences in groups according to a specific topic.

50001 ____Identify like/unlike (symbols, pictures).

50002 ____Identify words/ideas under a topic.

50003 ____Identify words under major categories.

---

520 **Sequence:** Related ideas or sentences which follow one another in specific order.

52001 ____Rearrange related pictures.

52002 ____Rearrange related words to make a sentence.

52003 ____Rearrange sentences to make a paragraph.

52004 ____Rearrange sentences to make a story.

52005 ____Identify relevant ideas in sequence.

540 **Conclusions:** Logical ending of a complete thought.

54001 ____Complete exercises in Cloze procedure. (Fill in the obvious conclusion, e.g. The_____lost his dog.)

54002 ____Identify the words that summarize or conclude.

54003 ____List only statements related to conclusion of topic.

---

560 **Following Directions:** The performance of a task as heard or read.
Demonstrate performance in following:

56001 ____Directions by a single word or sentence orally.

56002 ____Directions by a series of tasks given orally.

56003 ____Read one direction, then perform the task.

56004 ____Read multiple directions and perform the tasks.

56005 ____Follow instructions related to "how to".

Page 14 blank.

20—INFERENTIAL: Reasoning or explaining meaning after reading.

580 **Main Idea:** No specific words for implied meaning.

58001 ___ Use key words as clues.

58002 ___ Choose an appropriate title.

58003 ___ Identify sentences implying a main idea.

---

600 **Related Detail:** Words suggesting details.

60001 ___ Choose subtitles.

60002 ___ Explain meaning of a paragraph.

60003 ___ Explain relation or word-analogies (pen-pencil, boat-oars, grape-raisin).

---

620 **Cause Effect:** Interpretation of an action and the result.

62001 ___ State cause, explain the effect implied.

62002 ___ Explain or interpret implied cause of an action after reading.

---

640 **Generalizations:** Interpretation without giving details.

64001 ___ Use outline format/notes.

64002 ___ Write abstract of material read.

64003 ___ Reason, finding support for a generalization or experiment to see if it applies.

660 **Figurative Language:** Words that form a meaning in the mind other than the literal meaning of its component words.

66001 ___ Tell in own words meaning of expressions such as a "blanket of fog", "screaming headlines".

66002 ___ Identify figurative phrases in selected sentences and/or poems.

66003 ___ Interpret similes and metaphors. ("The kitten is as white as snow." "You are a doll.")

---

680 **Summarizing:** Condensing details, based upon all the facts.

68001 ___ Relate details of a paragraph stated in a minimum of words.

68002 ___ Gather materials from various sources for a report.

(Continued)

700 **Punctuation.** Symbol clues in written form that clarify meaning and separate structural units through pause, stress, inflection or intonation.

Demonstrate understanding regarding use of:

70001 ____Question mark (?)
70002 ____Exclamation mark (!)
70003 ____Period (.)
70004 ____Comma (,)
____Semicolon (;)
____Colon (:)
70005 ____Quotation marks (" ")
70006 ____Parenthesis ( )
70007 ____Italics (*italics*)
70008 ____Apostrophe (')

720 **Critical Reading:** Evaluation of truth, logic, reliability and accuracy in what is written.

72201 ____Classify as fact/fiction whether or not events could happen.
72002 ____Analyze sentence sequences for logic.
72203 ____Evaluate for propaganda: false analogies, stereotyping, false generalizations, appeal to authority, loaded words.

---

740 **Predict Outcomes:** Making plans in terms of expected outcomes.

74001 ____Identify nonsense.
74002 ____Compare contrast to clarify.
74003 ____Identify relevant/irrelevant facts.
74004 ____Determine best source of information.
74005 ____Compare author's purpose with your own.
74006 ____Use scientific methods in study skills.

30—VOCABULARY: The total words used by an individual with depth in meaning and understanding.

760 **Sight Words:** Words that are instantly recognized and understood.

76001 ____Use the school system or commercial list.

---

780 **Multiple Meanings:** Words having different meaning according to usage.

78001 ____Use words that serve as a different part of speech in a sentence but sound and look the same (orange). ("This **orange** is good." "**Orange** is a pretty color.")

78002 ____Use words that sound and look the same, but must be used in a sentence to identify meaning. (**Tape** used in a recorder, vs. **Tape** used to repair items.)

78003 ____Use words that change with accent. ("I ob/ject' to that!" "Place the ob' ject on the table.")

---

800 **Time/Identity Signal Words:** Interpretation of certain words or phrases which identify or answer questions.

80001 ____Determine meaning of pronoun referents (they, it, etc.).

80002 ____Identify (1) who, (2) what, (3) when, (4) where, (5) how.

820 **Word Meanings:** Verbal expression of associated concept.

82001 ____Identify synonyms (speak-talk, correct-right).

82002 ____Identify homonyms (see-sea, cent-sent-scent).

82003 ____Identify antonyms, word opposites (in-out, up-down).

82004 ____Identify abstract word meanings. ("Our trip took 5 hours and 40 minutes." "Our trip took about 6 hours.")

82005 ____Use technical vocabulary of content areas.

---

840 **Context:** Utilizing order of symbols and/or surrounding words as a clue to meaning.

84001 ____Use new word definition.

84002 ____Use synonym or new word.

84003 ____Use comparison/contrast with new word.

22—STUDY SKILLS

THE APPLICATION OF ALL READING SKILLS IN THE TOTAL SCHOOL CURRICULUM

10—READING IN THE CONTENT AREA: Application of reading skills to expedite learning in any subject area.

860 Appropriate Reading Speed: Survey to determine necessary reading speed (w.p.m. = words per minute) depending upon the purpose.

86001 ____Study carefully complex material (100-300 w.p.m.).

86002 ____Read easier material for pleasure (over 300 w.p.m.).

86003 ____Skim for key words, specific concept, main idea (over 700 w.p.m.).

86004 ____Scan for detail, general content. Verify facts without reading all the text (700 w.p.m. + practice increasing speed.)

---

880 Follow Directions: The performance of a task read.

88001 ____Use technical vocabulary of a subject area, following printed directions.

88002 ____Follow multiple sequential directions.

---

900 Chart/Graph/Map Reading: Analysis of symbols and translation into a meaning.

Contruct or utilize the following:

90001 ____Chemical elements (organic/inorganic)

90002 ____Mathematical progressions

90003 ____Flow charts for planning

90004 ____Diagrams

90005 ____Schedules (air, railroad, bus)

90006 ____Road maps

90007 ____Projections

90008 ____Topical/geographic maps

920 Locational Skills: Appropriate use of resource materials.

92001 ____Use dictionary/encyclopedia
1. Alphabetical order—1st letters
   1st two letters
2. Word groups—first half A-L, second half M-Z
3. Guide words
4. Entry words—Phonetic keys
5. Index, glossary, table of contents

92002 ____Use telephone directory

92003 ____Use newspapers

92004 ____Use library references
1. Reader's Guide
2. Atlas
3. Dewey Decimal System
4. Resource files

---

940 Organizing: Arrangement of details in logical order.

94001 ____Take notes (record source by author, title, page).

94002 ____Use outline format.

94003 ____Record bibliography.

94004 ____Use study method such as "Survey-Question-Read-Recite-Review." (SQRRR)

94005 ____Summarize

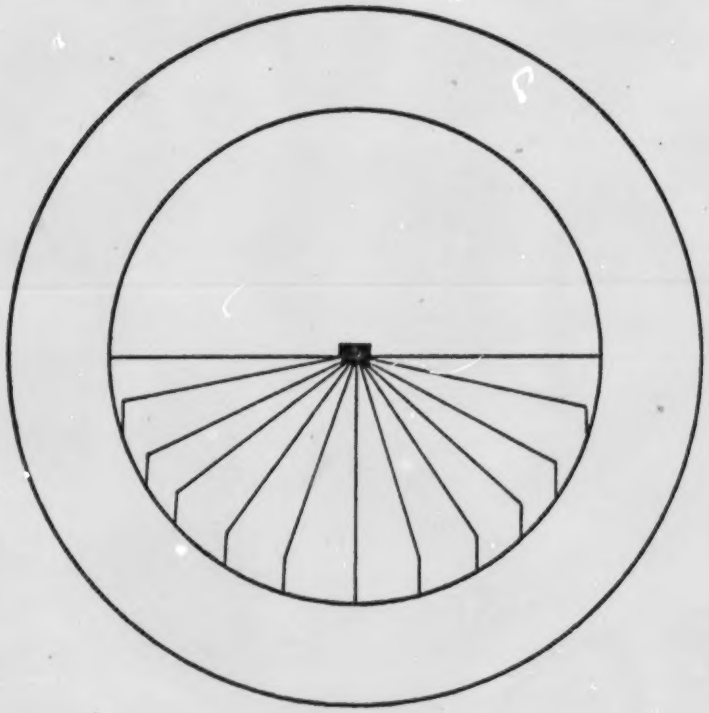
94006 ____Use footnotes.

94007 ____Use cross-references.

44-A

44-B

PROGRAMA NACIONAL DE EDUCACION MIGRANTE



Destrezas de Lectura - Español

La lista de destrezas de lectura, fué desarrollada en cooperación con la Rama Migrante de la Oficina de Educación de los Estados Unidos, la Asociación Nacional de Directores Estatales de Educación Migrante, el Sistema de Transferencia de Registros de Estudiantes Migrantes, y un Comité de Estados a quienes damos reconocimiento:

Arizona	Ohio
California	Missouri
Florida	New York (Presidencia)
Georgia	Pennsylvania
Iowa	Puerto Rico

Texas

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"El trabajo sobre el cual se basa esta publicación fué desempeñado conforme al contrato Capital 300-76-0090 con la oficina de Educación de los Estados Unidos, y el departamento de Salud, Educación y Bienestar. Sin embargo, las opiniones expresadas aquí no representan necesariamente la posición o póliza de la Oficina de Educación de los Estados Unidos y no debe inferirse por lo mismo."

LA EXPLICACION DE LA TERMINOLOGIA PARA EL BOSQUEJO DE LECTURA DE MSRTS

1. **AREAS:** *Una Area es una colección de Destrezas bajo una disciplina especifica como la lectura, la matemática.* **Descifrar, Comprensión, y Destrezas de Estudio son las tres Areas de mayor importancia.**

2. **TOPICOS:** *Un Tópico es una colección de Destrezas en uno o más de un Subtópico.* **Preparación, Consonantes, Vocales, Análisis Estructural Literal, Inferencia, Vocabulario y Lectura en las Areas de Contenido son los Topicos de mayor importancia en el Bosquejo de Lectura de MSRTS.**

3. **SUBTOPICOS:** *Un Subtópico es una colección de Destrezas.* **A todos los ítems bajo los diferentes Tópicos se les llamará Subtopicos en el manual.**

4. **DESTREZAS:** *Una Destreza es una unidad específica que se puede observar del comportamiento del estudiante.* **A todos los ítems bajo los Subtópicos en el manual se les llamará Destrezas.**

En la siguiente página hay una copia del BOSQUEJO DE LECTURA DE MSRTS.

BOSQUEJO DE LECTURA DE MSRTS

AREAS:

01—DESCIFRAR

TOPICOS:

11—Preparación

21—Vocales

31—Consonantes

41—Análisis Estructural

SUBTOPICOS:

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031 Discriminación visual

045 Discriminación auditiva

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661 Significado de las palabras

675 Contexto

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705 Seguir instrucciones

721 Lectura de carteles, Gráficas y mapas

735 Destezas de localizacion

751 Organizando

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INFORME DE TRANSFERENCIA DE DESTREZAS DE LECTURA

DIRECCIONES Y SUGERENCIAS PARA EL USO

INFORMACION GENERAL:

EL INFORME DE TRANSFERENCIA DE MSRTS es una forma de informar diseñado para enviar información educacional de estudiantes migrantes. Se puede usar para continuamente poner al corriente el archivo de cada niño. Toda la información que está al corriente será enviada a través de la operadora en el terminal.

EL INFORME DE TRANSFERENCIA DE MSRTS CUANDO ESTE COMPLETO REFLEJARA *SU* EVALUACION PROFESIONAL DEL NIVEL BASICO DE INSTRUCCION DEL ESTUDIANTE.

MAESTRO QUE ENVIA:

Si la instrucción de lectura se da en inglés, use solamente los códigos de lectura en inglés. Si el estudiante está recibiendo instrucción en inglés y en español anote los códigos de lectura para el inglés y el español.

1. Escriba la palabra Lectura en el espacio blanco en el Informe de Transferencia de MSRTS.
2. Circule lo que es, en su opinión, el nivel de instrucción del estudiante. Por ejemplo: K, P, etc.
3. Ponga el código de tres números del subtópico para el inglés y/o el español en el cual el estudiante se le está dando instrucción bajo destrezas bajo ESTUDIO AL TIEMPO DE RETIRO.
4. Envie esta información o llame por teléfono a la operadora del terminal.

MAESTRO QUE RECIBE:

Cuando reciba por medio de MSRTS la forma de Las Destrezas de Lectura en Inglés y o Destrezas de Lectura en Español del maestro anterior, lo siguiente será de beneficio para desarrollar el programa de lectura del niño.

1. Observe el nivel de instrucción indicado por el maestro anterior.
2. Observe los subtópicos indicados por el maestro que envió la forma. Estos subtópicos son los que el niño estudiaba al tiempo de retiro.

Le proveerán una base para la instrucción inicial para el progreso contínuo del estudiante. Este manual le ayudará a interpretar los subtópicos. Todos las Areas, Tópicos, Subtópicos y Destrezas están explicados para la uniformidad y entendimiento.

MSRTS TRANSMITTAL RECORD

SKILLS

GARCIA, JUAN M 29876543 ABC
SCHOOL ID — XXXX
INSTRUCTIONAL LEVEL K(K-1) P(1-3) I(4-6) S(7-12) SKILLS UNDER STUDY
SKILLS MASTERED DATE MASTERED AT WITHDRAWAL

MSRTS TRANSMITTAL RECORD

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SKILLS MASTERED DATE MASTERED AT WITHDRAWAL

4

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PREFACIO

Este documento contiene un catálogo de destrezas de lectura típico a los grados K-12. La lista de destrezas de lectura es una parte íntegra del sistema de destrezas del estudiante migrante, el cual es realizado por el Sistema de Transferencia de Informes de Estudiantes Migrantes y sus empleados.

Este catálogo, fué desarrollado por un comité y cientos educadores a través de los Estados Unidos y permite a los maestros reportar destrezas de lectura que los estudiantes migrantes han aprendido. Las destrezas reportadas forman parte del informe del estudiante migrante y serán usadas por los maestros, y asistentes de los maestros quienes sirven a los estudiantes migrantes.

La lista de destrezas presentada aquí no es con el intento de representar un currículo entero sino una secuencia implícita de aprendizaje. Esta no es una lista detallada de destrezas de grados K-12.

01—EL PROCESO DE DESCIFRAR

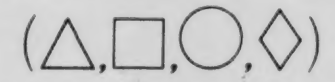
EL ACTO DE ASOCIAR EL SIMBOLO CON EL SONIDO DE LA PALABRA Y SU SIGNIFICADO: LA LECTURA

DESTREZAS DE LECTURA EN ESPAÑOL

11—PREPARACION: Actividades informales y en secuencia que se requieren para la enseñanza de lectura:

015 Memoria Visual: Lo que se recuerda después de haberse visto.

01501 ____Ponga las formas sobre un tablero, rompecabezas de 2 a 4 piezas.



01502 ____Identifique (1) las partes que faltan, (2) las láminas, (3) las letras.

01503 ____Reproduzca de memoria (1) las formas, (2) las láminas, (3) las letras.

01504 ____Identifique los objetos que faltan entre cinco o más.

---

031 Discriminación Visual: Habilidad para distinguir las formas de las palabras.

03101 ____Identifique (1) las formas, (2) los colores, (3) los objetos, (4) las letras.

03102 ____Identifique semejanzas y diferencias en (1) las formas, (2) los colores, (3) los objetos, (4) las letras.

03103 ____Copie (1) las formas, (2) las letras mayúsculas y minúsculas, (3) las palabras.

03104 ____Aparee la letra nombrada con el símbolo en la palabra.

---

045 Discriminación Auditiva: Habilidad para oír e identificar los sonidos.

04501 ____Escuche el cuento y responda.

04502 ____Clasifique sonidos en su totalidad.

04503 ____Reproduzca patrones de sonidos.

04504 ____Oiga semejanzas y diferencias en los patrones y sonidos de las letras.

04505 ____Siga instrucciones sencillas.

04506 ____Reproduzca oralmente palabras que riman.

---

061 Coordinación Motora: Las habilidades motoras, visuales y auditivas que manipulan o controlan el ambiente (es un requisito para la lectura).

Demuestre ejecutando lo siguiente:

06101 ____(1) Direcciones (a la, de la, a, de, hacia, atrás, adentro, de ida, de regreso, lejos, cerca), (2) relación espacial (derecha, arriba, izquierda, etc.).

06102 ____(1) Movimiento de los ojos y las manos (2) coordinación de los ojos (sujetar un lápiz, llevar un plato de agua, sujetar unas tijeras, etc.).

06103 ____El concepto del cuerpo, la forma del cuerpo: (1) identificar las partes del cuerpo, (2) mover el cuerpo de una manera coordinada.

---

075 Alfabeto: La secuencia de los símbolos de las letras.

07501 ____Identifique las letras en orden.

07502 ____Identifique letras que faltan.

091 **Contexto:** Uso del orden de los símbolos y o las palabras que los rodean como clave al significado.

09101 ____Use láminas.

09102 ____Use la letra y el sonido.

09103 ____Asocie la palabra con la lámina.

(payaso)

"El **payaso** es un hombre gracioso en el circo."

09104 ____Usar el significado de la oración.

---

105 **Espacio y/o Tiempo:** Habilidad de situarse en el tiempo y el espacio.

10501 ____El calendario (conceptos de hoy, mañana y ayer).

10502 ____Las noticias.

10503 ____Las experiencias.

10504 ____La historia (local, mundial, general).

21—VOCALES: A, E, I, O, U (a veces Y). Aprender las letras con su sonido correspondiente:

121 **Simples:** Aprender cada sonido individual.
Ejemplos: pAdrE, hErmAnA

12101 ____La vocal, "A"
12101 ____La vocal, "E"
12103 ____La vocal, "I" (incluso la "Y")
12104 ____La vocal, "O"
12105 ____La vocal, "U" (muda) después de "G" o "Q"

Ejemplos: juguete, guisar, queso, quitar

13507 ____eu—(deuda)
13508 ____ue—(fuerza)
13509 ____ou—(Bou, Pou) (apellidos)
13510 ____uo—(cuota)
13511 ____ia—(hacia)
13512 ____ua—(igual)
13513 ____iu—(viuda)
13514 ____ui—(cuidado)

43

135 **Diptongos:** La unión de dos vocales que forman una sola sílaba. Las vocales se dividen en dos grupos:

Las vocales fuertes: a, e, o
Las vocales débiles: i, u

Algunas veces es la combinación de una vocal fuerte con una débil. Otras veces es la combinación de dos vocales débiles.

13501 ____ai—(aire)
13502 ____au—(jaula)
13503 ____ei—(reina)
13504 ____ie—(viernes)
13505 ____oi—(boina)
13506 ____io—(cancionero)

151 **Triptongos:** Un conjunto de tres vocales que forman una sola sílaba.

15101 ____iai—(cambiáis)
15102 ____iau—(miau)
15103 ____iei—(estudiéis)
15104 ____uai—(continuáis)
15105 ____uay—(guayaba)
15106 ____uau—(Cuauhtemoc)
15107 ____uei—(continuéis)
15108 ____uey—(buey)
15109 ____uao—(guaraguao)

61

62

165 **Diéresis:** Signo ortográfico (ü) que se coloca sobre la "u" en las sílabas (güe, güi) para indicar que debe pronunciarse la "u". Ejemplos: (bilingüe, Mayagüez, güiro)

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181 **Hiato:** Dos vocales fuertes seguidas, cada una de las cuales forma parte de una sílaba. Ejemplos de hiato:
Cuando hay dos vocales fuertes seguidas.

18101 ____ae—(c<u>ae</u>)

18102 ____ea—(f<u>ea</u>)

18103 ____ao—(c<u>ao</u>s)

18104 ____aa—(Cana<u>á</u>n)

18105 ____ee—(cr<u>ee</u>r)

18106 ____oo—(l<u>oo</u>r) (Alabanza) (Elogio)

Cuando son dos vocales seguidas, una vocal débil y una fuerte, y la débil lleva acento escrito.

18107 ____aí—(c<u>aí</u>da)

18108 ____ía—(fr<u>ía</u>)

18109 ____aú—(b<u>aú</u>l)

18110 ____úa—(gr<u>úa</u>)

18111 ____eí—(ate<u>í</u>smo)

18112 ____ie—(r<u>ie</u>)

18113 ____eú—(re<u>ú</u>no)

18114 ____úe—(acent<u>úe</u>)

18115 ____oí—(deso<u>í</u>) (no hacer caso) (desatender)

18116 ____ío—(t<u>ío</u>)

18117 ____oú—(hispanohúngaro)

18118 ____úo—(acentúo)

31—CONSONANTES: Todas las letras del alfabeto que no son vocales.

195 **Invariables:** Consonantes que tienen un solo sonido, que no varían.

____F, L, M, N, P, R, S, T.

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211 **Grupos consonánticos:** Es la combinación de los sonidos de dos consonantes seguidas. Ejemplos:

21101 ____pr—(desprecio)

21102 ____pl—(completo)

21103 ____br—(hombre)

21104 ____bl—(temblar)

21105 ____fr—(frase)

21106 ____fl—(inflamar)

21107 ____tr—(destrozar)

21108 ____dr—(tendrá)

21109 ____cl—(concluir)

21110 ____cr—(escribir)

21111 ____gr—(sangre)

21112 ____gl—(inglés)

225 **Diágrafos:** Son dos consonantes que representan un solo sonido.

22501 ____ch—(ocho)

22502 ____ll—(gallo)

22503 ____rr—(carretera)

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241 **Grafías:** Son diferentes grafías (letras) con el mismo sonido.

24101 ____B—V barca—vaca

24102 ____Q—K quieto—kilómetro

---

255 **Variables:** Son letras con sonidos diferentes.

25501 ____C y G—Son fuertes cuando preceden la "a", "u", o la "o". Ejemplos:

cana, cuna, cola
gato, gusto, gozar

25502 ____C y G—Son suaves cuando preceden la "e" o la "i". Ejemplos:

celos, cine
gente, giro

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271 **La H, la única consonante muda.**

27101 ____H - hogar, hacer, hundir, herir, hilo

27102 ____coherente, ahumado, deshacer, alcoholado

41—ANALISIS ESTRUCTURAL: La suma de los elementos fonéticos de una palabra, usando las generalizaciones que corresponden a la estructura de la palabra.

285 **Escuchar palabras enteras:** Escuchar las palabras sin hacer referencia a las sílabas y repetirlas.

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301 **Discriminación auditiva de las sílabas:**

30101 ___(1) Dé una palmada por cada sonido simple que se dice. (2) Identifique el número de sílabas en la palabra.

30102 ___(1) Escuche y. (2) Identifique la división natural de la palabra.

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315 **Usando Sílabas:** Es la aplicación de generalizaciones usadas comunmente.

Aplique lo siguiente:

31501 ___Cada sílaba debe tener un sonido vocálico.

31502 ___Los sufijos y los prefijos son casi siempre sílabas separadas.

31503 ___Usualmente se divide entre dos palabras raíces. (Sobre/mesa, cubre/cama).

31504 ___Los grupos consonánticos no se dividen, (bl—tr).

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331 **Palabras raíces:** Es una palabra o parte de una palabra que se usa para hacer otras palabras.

33101 ___Identifique la raíz en palabras tales como:

tener—detener—retener
hacer—deshacer—rehacer
sol—solar—solana

345 **Palabras Compuestas:** Es la combinación de dos o más palabras para crear una palabra nueva.

34501 ___Identifique las partes de palabras compuestas tales como:

paraguas—contrapunto—sacapuntas
maniobra—lavamanos—extraordinario
rompeolas—antecámara—decimoséptimo

---

361 **Prefijos:** Es el afijo que se pone al principio de una palabra y cambia el significado de la misma.

Identifique los siguientes prefijos en la palabra:

36101 ___acro—acróbata
auto—autopista

36102 ___bio—biología
bibli(o)—biblioteca

36103 ___cata—catástrofe
cloro—clorofila

36104 ___deca—decálogo
demo—democracia

36105 ___epi—epidermis
en—encéfalo

36106 ___feno—fenómeno
filo—filosofía

36107 ___geo—geografía
glos—glosario

36108 ___histo—histología
hipno—hipnotizar

36109 ____inter—intercambio
idio—idiosincracia

36110 ____kilo—kilómetro

36111 ____leuco—leucocito
lexic(o)—lexicología

36112 ____morfo—morfología
macro—macrocosmos

36113 ____neo—neófito
neur(o)—neurosis

36114 ____oxi—oxígeno
orto—ortografía

36115 ____ped—pedagogía
penta—pentágono

36116 ____quiro—quiromancia

36117 ____rino—rinoceronte
radio—radiografía

36118 ____sub—subterráneo
sema—semáforo

36119 ____tele—teléfono
taxi—taxímetro

36120 ____uni—uniforme
ulter—ulterior

36121 ____vice—vicecónsul

36122 ____xeno—xenofobia
xilo—xilografía

36123 ____yuxta—yuxtaponer

36124 ____zoo—zoología
zoológico

69

47

375 Sufijos: Es el afijo que se añade al final de la palabra.

Identifique los siguientes sufijos en la palabra:

37501 ____ada—manada
aje—ropaje
ata—caminata

37502 ____ble—amble
soluble
bil—hábil

37503 ____ciclo—triciclo
carpio—pericarpio

37504 ____doja—paradoja
dromo—hipódromo
dor—trabajador

37503 ____ero—sincero
estre—pedestre
era—cantera

37506 ____fano—diáfano
fobia—hidrofobia

37507 ____grama—telegrama
grafía—taquigrafía

37508 ____hidro—anhidro

37509 ____ida—comida
itis—apendicitis
ivo—comprensivo

37510 ____latría—idolatría
logia—fisiología

37511 ____metro—centímetro
manía—cleptomanía

37512 ____nauta—astronauta

37513 ____oso—valeroso
orio—oratorio

37514 ____paro—ovíparo
patía—simpatía

37515 ____ría—panadería
ragia—hemorragia

37516 ____scopio—telescopio
sofía—filiosofía

37517 ____tipo—teletipo
teca—biblioteca

37518 ____uno—vacuno
umbre—mansedumbre

37519 ____voro—carnívoro
herbívoro

70

11–COMPRENSION

LA HABILIDAD PARA ENTENDER, PENSAR Y

OBTENER EL SIGNIFICADO

11—LITERAL: Las palabras tales como aparecen escritas con su significado dado en la pagina: datos

391 **Idea Central**: Es la idea más importante en una o más oraciones o párrafos.

39101 ___Identifique las palabras que expresan la idea central.

39102 ___Identifique la oración que expresa la idea central.

39103 ___Relacione el texto con el título.

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405 **Detalles**: Son las partes pequeñas o los ítems que se relacionan a la idea central o apoyan la idea central.

40501 ___Dibuje cuadros de detalles.

40502 ___Recuerde detalles en un párrafo relacionados a la idea central.

---

421 **Clasificación**: Es el arreglo de palabras u oraciones en grupos de acuerdo a un tema específico.

42101 ___Identifique semejanzas y diferencias (símbolos, cuadros).

42102 ___Identifique palabras ideas relacionadas con un tema.

42103 ___Identifique las palabras relacionadas con categorías principales.

---

435 **Secuencia**: Son ideas u oraciones relacionadas que siguen un orden específico.

43501 ___Organice las láminas relacionadas.

43502 ___Organice palabras relacionadas para hacer una oración.

43503 ___Organice las oraciones para hacer un párrafo.

43504 ___Organice las oraciones para hacer un cuento.

43505 ___Identifique las ideas relativas en orden.

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451 **Llegar a Conclusiones**: Un final lógico de una idea.

45101 ___Complete los ejercicios en blanco. (Llene el blanco con la conclusión más obvia. El_____perdió su perro.)

45102 ___Identifique palabras que resumen o concluyen.

45103 ___Escriba (en forma de lista) solamente las oraciones relacionadas con la conclusión del tema.

---

465 **Seguir Instrucciones**: Es la ejecución de una tarea tal como es oída o leída.

Ejecute lo siguiente:

46501 ___Instrucciones dadas oralmente en forma de una palabra u oración.

46502 ___Instrucciones dadas oralmente a través de una serie de tareas.

46503 ___Lea una instrucción y después lleve a cabo la tarea.

46504 ___Lea varias instrucciones y lleve a cabo las tareas.

46505 ___Siga las instrucciones relacionadas con "como se".

21—INFERENCIA: Razonar o explicar el significado después de leer.

481 **Idea Central:** No hay palabras específicas para dar a entender el significado global.

48101 ____Use palabras específicas como claves.

48102 ____Escoja un título apropiado.

48103 ____Indentifique las oraciones que dan a entender una idea central.

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495 **Relacionadas:** Son palabras que sugieren detalles.

49501 ____Escoja títulos secundarios.

49502 ____Explique el significado de un párrafo.

49503 ____Explique la relación o la analogía de palabras:

(maestro—tiza)
(pinto—brocha)

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511 **Causa y Efecto:** Es una interpretación de una acción y su resultado.

51101 ____Diga la causa y explique el resultado implicado.

51102 ____Explique o interprete la causa implicada de una acción después de leer.

---

525 **Generalizaciones:** Es una interpretación sin dar los detalles.

52501 ____Use la forma de bosquejo/apuntes.

52502 ____Escriba un resumen del material leído.

52503 ____Razone, buscando apoyo para una generalización o experimento a ver si se aplica.

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541 **Lenguaje Figurativo:** Son expresiones que conllevan un significado distinto al significado literal de las palabras que las componen.

54101 ____Diga en sus propias palabras el significado de las expresiones tales como: "llamar con voz de un leon", "una camilla de rosas."

54102 ____Identifique frases metaforicas en oraciones y poemas.

54103 ____Interprete símiles y metáforas. ("Tus ojos son tan azules como el mar." "Eres una muñeca.")

---

555 **Síntesis:** Reducir los detalles basándose en los hechos.

55501 ____Narre los detalles de un párrafo en forma breve.

55502 ____Junte materiales de varias fuentes para su informe.

(continuará)

21—**INFERENCIA:** (Continuación)

571 **Puntuacion:** Son los símbolos escritos que son claves para clarificar el significado y para separar las unidades estructurales por medio de la pausa, el acento, la inflexión o la entonación.

Demuestre entendimiento del uso de:

57101 ____ los signos de interrogación ¿ ?

57102 ____ los signos de admiración ¡ !

57103 ____ el punto .

57104 ____ la coma ,

57105 ____ las comillas " "

57108 ____ el paréntesis ( )

57107 ____ la bastardilla *(bastardilla)*

57108 ____ el apóstrofo '

57109 ____ el guión —

57110 ____ el guión mayor o raya ____

57111 ____ el asterisco *

57112 ____ las dos rayas = =

57113 ____ los puntos suspensivos . . . . .

57114 ____ la diéresis o crema ¨

585 **Lectura Crítica (creativa):** Es la evaluación de la verdad, la lógica, la confiabilidad y la exactitud de lo escrito.

58501 ____ Clasifique los sucesos como hecho o ficción y si pueden ocurrir o no.

58502 ____ Analice la lógica de oraciones en secuencia.

58503 ____ Evalúe la existencia de propaganda: las analogías falsas, los estereotipos, las generalizaciones falsas, uso de expertos, palabras cargadas de significación.

58504 ____ Cambie algunas situaciones de la lectura.

58505 ____ La lectura de diálogos y monólogos.

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601 **Predecir Resultados:** Haciendo planes en términos de los resultados que se esperan.

60101 ____ Identifique disparates.

60102 ____ Compare y haga un contraste para clarificar

60103 ____ Identifique los hechos relacionados o no relacionados.

60104 ____ Determine la mejor fuente de información.

60105 ____ Compare el propósito del autor con el suyo.

60106 ____ Use metódos científicos en las destrezas de estudio.

31—VOCABULARIO: El total de las palabras usadas por un individuo con pleno significado y entendimiento.

615 **Uso del diccionario:** Destrezas que consisten en:

61501 ___ Alfabetización (localizar las palabras por su primera letra).

61502 ___ Reconocer las abreviaturas usadas.

61503 ___ Interpretar marcas diacríticas (ciertos signos) ortográficas que modifican las letras en que se colocan.

Ejemplo: la diéresis—(ü)

61504 ___ Interpretar claves de pronunciación al final de la página.

61505 ___ Plurales—Irregulares.

61506 ___ Adjetivos, comparativos y superlativos.

61507 ___ Acentuación—cambio del acento y su efecto en la pronunciación y en el significado de la palabra.

61508 ___ Partes del verbo (presente y pasado).

61509 ___ Adverbios.

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631 **Significados Múltiples:** Son palabras que tienen distintos significados de acuerdo al uso.

63101 ___ Use palabras que representen diferentes partes de la oración y que también sean y suenen de la misma forma.

Ejemplos: La chiquita es bonita.
La mesa es chiquita.
Las chinas son buenas.
Hay maestras chinas.

63102 ___ Use palabras que suenen y se escriben iguales pero cuyo significado se determina según el contexto de la oración.

Ejemplos: La cinta usada en una grabadora.
La cinta que usan las señoritas en el cabello.

63103 ___ Use palabras que cambian según el acento.

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645 **Nociones del tiempo y palabras interrogativas:** Interpretación de ciertas palabras o frases que identifican o contestan preguntas.

64501 ___ Determine el significado de los pronombres a que se refieren (ellos, lo etc.).

64502 ___ Identifique (1) Quién, (2) Qué, (3) Cuándo, (4) Dónde, (5) Cómo.

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661 **Significado de las palabras:** Es una expresión verbal de conceptos asociados.

66101 ___ Identifique sinónimos (chico—muchacho)
(pelota—bola)

66102 ___ Identifique homónimos (sierra—cierra).

66103 ___ Identifique antónimos (noche—día).

66104 ___ Identifique el significado de las palabras abstractas.

Ejemplos: Nuestro viaje se hechó 5 horas y 40 minutos.
Nuestro viaje se hechó cerca de 6 horas.

66105 ___ Use vocabulario técnico de las áreas de contenido.

675 **Contexto:** Uso del orden de los símbolos y o las palabras que rodean como clave al significado.

67501 ____Use las definiciones de las palabras nuevas.

67502 ____Use el sinónimo o la palabra nueva.

67503 ____Use la comparación y/o el contraste con la palabra nueva.

53

80

21—LAS DESTREZAS DE ESTUDIO

LA APLICACION DE TODAS LAS DESTREZAS DE LECTURA

DENTRO DE TODO EL CURRICULO ESCOLAR

81

11—LECTURA EN LAS AREAS DE CONTENIDO: La aplicación de las destrezas de lectura para facilitar el aprendizaje en cualquier materia.

691 **Rápidez apropiada en lectura:** Examine y determine el número de palabras que debe leer un alumno según el propósito de la lectura (palabras por minutos = p.p.m.)

69101 ____Pronunciación clara y precisa.

69102 ____Estudie cuidadosamente material complejo: 100 —300 p.p.m.

69103 ____Lea material fácil y creativo (más de 300 p.p.m.)

69104 ____Leer a saltos para localizar palabras claves, concepto específico, la idea principal: (más de 700 p.p.m.)

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705 **Seguir Instrucciones:** Ejecución de una tarea leída.

70501 ____Use vocabulario técnico de una materia siguiendo instrucciones escritas.

70502 ____Siga instrucciones múltiples en secuencia.

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721 **Lectura de Carteles, Gráficas y Mapas:** Análisis de símbolos y traducción a un significado.

Use o construya lo siguiente:

72101 ____Elementos químicos—orgánico y/o inorgánico.

72102 ____Progresiones matemáticas.

72103 ____Carteles de información para planear.

72104 ____Gráficas.

72105 ____Horarios (de avión, ferrocarril, autobús).

72106 ____Mapas de carreteras.

72107 ____Proyecciones.

72108 ____Mapas tópicos y geográficos.

72109 ____Interpretación de Escalas.

72110 ____Lectura e interpretación de termómetros y cronómetros.

735 **Destrezas de Localización:** Uso adecuado de materiales de recurso.

73501 ____Use el Diccionario/la Enciclopedia

1. Orden alfabético—la primera letra, las dos primeras letras
2. Grupos de palabras—la primera mitad A-L, la segunda mitad M-Z
3. Palabras guías
4. Palabras de entrada—claves fonéticas
5. Indice—Glosario—Tabla de Contenido

73502 ____Use la guía telefónica

73503 ____Use periódicos, revistas

73504 ____(1) Use fichas de catálogo, (2) Guía para el lector, (3) Atlas, (4) Sistema Decimal de Dewey, (5) Archivo de recursos

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751 **Organizando:** El arreglo de los detalles en una orden lógica.

75101 ____Tome notas: Organice el recurso según el auto, el título y la página.

75102 ____Use la forma de bosquejo.

75103 ____Anote la bibliografía.

75104 ____Use el método de estudio tal como "Examinar—Preguntar —Leer—Recitar—Repasar."

75106 ____Habilidad para resumir.

75107 ____Use notas al calce.

75108 ____Use referencias cruzadas.